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ABSTRACT

Sex role identification and socialization occur during early childhood years. Toys, books, materials, and attitudes of child care givers and preschool teachers in organized educational and social activities, such as nursery schools, preschools, and group care, can be used to help combat or reduce sex stereotyping. The materials contained in this supplement to "A Packet of Elementary Classroom Activities to Teach Students about Sex Role Stereotyping," are divided into four categories: (1) materials for teachers to use to assess the status of sexism; (2) student stereotype awareness activities; (3) stories and poems to stimulate discussion of nontraditional and nonsexist attitudes and behavior; and (4) 115 print and non-print resources. Suggestions are presented for both group and individual activities and for selecting materials, toys, and books which focus on non-sexism at early childhood education levels. (JHP)

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A NOTE TO THE TEACHER

This packet of materials was compiled as a supplement to the Office for Sex Equity in Education's Packet of Elementary Classroom Activities to Teach Students About Sex Role Stereotyping (September, 1982). These additional activities are geared for teachers of pre-schoolers, and kindergarten through second grade. The materials have been collected from a variety of sources, and where possible, these sources are credited.

Sex role identification and socialization are processes which occur in the early childhood years. Many pre-kindergarten aged children are now involved in organized educational and social activities such as nursery schools, preschools, and organized group care. Stereotyping can be combatted even before children reach "school age" in these organized educational settings. Toys, books, materials, and the attitudes of child care givers and preschool teachers are vital influences on boys and girls. By the time they reach kindergarten and first grade, much of the sexual stereotyping which teachers try to overcome could be reduced.

The materials contained in this supplement are divided into four categories. First are materials for teachers, which can be used individually or by groups of teachers to assess the status of their sexism awareness. Second are student activities, which include topics for discussion and play, and coloring books. Reading materials are the third category, and include stories and poems which will stimulate discussion of nontraditional and nonsexist attitudes and behavior. Finally, there is a list of resources at the end which provide further suggestions for materials to be used at this educational level.

In addition to group activities and individual activities, suggestions are included for selecting materials, toys, and books which focus on non-sexism at the early childhood educational levels.

Please let the Office for Sex Equity in Education (O/SEE) know if these materials have been useful to you. Tear off the short evaluation form below, and return it to the address shown. Materials in this packet may be duplicated, revised, or used in whatever way you feel would be most useful.

CHECK AND RETURN BY TEARING AT DOTTED LINE AND FOLDING IN HALF.

Did you find the materials in this supplement useful? Yes ___ No ___

What was most useful to you? _____

What other kinds of materials would be helpful in working with pre-schoolers, and K-2 students? _____

_____

General comments: _____

_____

Optional: _____
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CHECKLIST FOR EVALUATING SEXISM IN CHILDREN'S BOOKS

The following checklist is designed to help you examine the images of males and females that are presented in the children's books in your classroom. The few questions listed below focus on the most frequently occuring sexist messages. The checklist is meant to be used in examining an individual book. However, you may want to duplicate this copy and evaluate your whole book collection. In using this checklist to look at your library, keep in mind that the whole collection should represent a balance of positive images of girls and boys. You may need to add some books to your collection to achieve this balance.

1. Who is (are) the most important character(s) in the story? M F

   Male(s) (write names) _____

   _____

   Female(s) (write names) _____

   _____

   What human quality does he/she (do they) portray? _____

   _____

   _____

2. Are the male characters people you want your childrem to model?

   Y N Why? (Why not?) _____

   _____

   _____

   Are the female characters people you want your children to model?

   Y N Why? (Why not?) _____

   _____

   _____

3. Are men and women pictures about the same number of times? Y N

   How many men are shown? _____

   How many women are shown? _____

   Are girls and boys pictures about the same number of times? Y N

   How many girls are shown? ____

   How may boys are shown? _____

4. How many pictures are there of active girls (girls who are running building, doing something)? _____

   How many pictures are there of quiet girls (girls who are watching, sitting, waiting)? _____

   How many pictures are there of active boys (boys who are running, building, doing something)? _____

   How many pictures are there of quiet boys (boys who are watching, sitting, waiting)? _____

5. Does the story show women or girls as stereotypically "feminine" (such as females who are incompetent, always caring for younger children or small animals, overly emotional, not fun to be with, mean, etc.)? Y N

   (specify the stereotyped image) _____

   _____

   Does the story show men or boys as stereotypically "masculine," (such as males who are overly competitive, overly aggressive, never tender, always clever, able to perform unrealistic acts, etc.)?

   Y N (specify the stereotyped image) _____

   _____

6. What role(s) do the women play in the story? (Check all the answers that apply)

   ____ Mother ____ Teacher ____ Community Worker (specify job)

   Other _____ _____
   (specify)

   What role(s) do the men play in the story? (Check all the answers that apply)

   ____ Father ____ Teacher ____ Community Worker (specify job)

   Other _____ _____
   (specify)

7. Are the illustrations attractive and appealing to young children?

Y N

Is the story well written (on the children's level of understanding and able to hold their interest)? Y N

Is the story relevant to the children's cultural and/or geographic experiences? Y N

Is this a good book for all children? Y N

COMMENTS:

THE NON-SEXIST CLASSROOM

CHECKLIST

The following checklist is meant to be used as a self-evaluating tool. For the best results, you should be honest in answering all questions. Answers should reflect the way you feel,act, or think now and not how you would like to think or act nor how you think you should feel.

CLASSROOM

1. Are there the same number of pictures of girls as pictures of boys displayed around the room?

   ____ if not, how many are: pictures of girls ____ pictures of boys ____

   Do the pictures of girls show girls involved in active play? ____

   Do the pictures of boys show boys in contemplative or caring roles? ____

   Do the pictures of girls show girls displaying "positive" behaviors, such as:

   ____ making decisions ____ leading ____ helping

   ____ solving problems

   and "negative" behaviors, such as:

   ____ crying (or sad) ____ hitting ____ getting into trouble

   Are there more pictures of one type than the other? _____
   If yes, which type? _____

   The majority of pictures of boys are _____

   The majority of pictures of girls are _____

2. In which areas of the room do you display pictures of both sexes involved in that area's activity?

   ____blocks ____ dramatic play (doll corner) ____ art

   ____woodworking ____ manipulative ____ reading

   ____science ____ other (specify) _____

---

*This questionnaire was prepared by Felicia George, Assistant Projector Director, Non-Sexist Child Development Project of the Women's Action Alliance, Inc.

Are all areas attractive, i.e., organized, clearly labeled, decorated with pictures of interesting items?

dramatic play Y N blocks Y N science Y N music Y N

woodworking Y N cooking Y N manipulative Y N

reading Y N

Are pictures of male and female adults engaged in comparable activities displayed? Y N

which activity (ies) _____ which sex (es) _____

_____ _____

Keep a record for one week (chosen randomly) of activities participated in by each sex: (sample record form)

	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL
Girls						
Boys						

ATTITUDE:

1. Do girls and boys play in all areas of the classroom? Y N If not, in which areas don't girls play? _____
in which areas don't boys play? _____

Keep a record of the areas each child plays in. (Mark child's initial in a box for area each time he/she plays in that area for one week.)

		Girls	Boys
A.	Doll Corner		
	Art		
	Cooking		
B.	Blocks		
	Woodwork		
C.	Sand/Water		
	Reading		

Are there girls who play only in area A? Y N If yes, how would you characterize these girls?

_____

Are there girls who play only in areas A and C? Y N If yes, how would you characterize these girls?

_____

Are there girls who play only in areas B and C? Y N If yes, how would you characterize these girls?

Are there boys who play only in area B? Y N If yes, how would you characterize these boys?

Are there boys who play only in areas B and C? Y N If yes, how would you chracterize these boys?

Are there boys who play only in areas A and C? Y N If yes, how would you characterize these boys?

Are there boys and girls who play in areas A, B and C? Y N If yes, how would you chracterize these children?

2. From the following list check those activities that you do not present to your class:

____ woodworking ____ active games ____ sewing ____ cooking
____ music ____ reading ____ electricity
____ dancing

Why don't you? _____

Do you plan a greater % of noisy or quiet activities? ____ noisy
____ quiet

Do you plan a greater % of messy or neat activities? ____ messy
____ neat

Do you disapprove of noisy girls? Y N noisy boys? Y N
nosiy girls more than noisy boys? Y N noisy boys more than noisy girls? Y N

3. Check the statements which best describe your reaction to the children's appearance.

Girls	Boys
"What a pretty dress!"	"What a handsome suit!"
"That's good warm sweater to wear on a cold day."	"That's a good warm sweater to wear on a cold day."
"You came in like a big girl today."	"You came in like a big boy today."
"Linda is wearing ribbons!"	"Mark has a part in his hair!"

"Those are good shoes for running."	"Those are good shoes for running."
"You look nice today."	"You look nice today."
"Short sleeves are comfortable on a warm day like today."	"Short sleeves are comfortable on a warm day like today."

4. List the following attributes under the column that you feel they most accurately describe.

confident	happy	objective	forceful	agressive	emotional
tender	vain	intelligent	dependent	talkative	attractive
strong	brave	independent	passive	creative	considerate
tough	timid	responsible	protective	ambitious	fearful
active	stoic	competent	weak		

BOYS	GIRLS

NON-SEXIST LANGUAGE

As a role model yourself, be especially careful of your use of language. English is a sexist language. Think of alternative ways of saying things.

In a 1974 study of sexist language in the Random House Dictionary, the sampling of words was found to include:

- 68% masculine gender words
- 23% feminine gender words
- 9% masculine or feminine words

MASCULINE GENDER

Words connotated by achievement, ambition, aggression, competitiveness, competence, dominance, and intelligence.

FEMININE GENDER

Words connotated by weakness, incompetence, submissiveness, dependency, and timidity. (Gershung, 1974)

EXAMPLES

free children	
super kid	
child(ren)	
boy/girl	
boy and girl	preschooler
men	human race
mankind	humans, people
man made	synthetic, manufactured
workman	worker
_____ man team	_____ player team
policeman	police officer
chairman	chairperson
fireman	firefighter
mailman	mail carrier

Try to incorporate these words into your everyday language.

TOYS

NATURAL - NON-SEXIST - NEUTRAL

Toys nourish a child's imagination. They act as props for dramas the child works out in fantasy and practices in play. Children do NEED, ENJOY, and LEARN from toys. A child should be exposed to a variety of toys and not be restrained from using a given toy because it has been reserved "traditionally" for children of the other sex.

There are many toys that are "neutral" and "non-sexist" and have been used by both girls and boys. Try to provide some of these toys for your students as well as some specific non-sex-role traditional types of toys to break down sex role stereotyping. Also, some toys are important even though they have a picture of one sex on the package. (Children don't have to see the packaging, but DO write the toy manufacturer of your concern.)

NATURAL

- the totally "unstructured" toy . . . sand, water, mud, snow, rain, trees, hills, grass.

NEUTRAL

- children's back pack . . . to carry goodies, travel, treasures, snacks, etc.
- dress up clothes . . . include "all" the accessories
- giant and/or regular size tinkertoys
- chalk board, colored chalk, eraser
- large preschool size wood blocks, assorted sizes and shapes
- puppets . . . stick, finger, small hand, Muppet, etc.
- drum and other musical instruments
- toy tent or large blanket
- handiperson's tools . . . garden tools
- play money . . . cash register
- bathtub toys
- puzzles . . . non-sexist images
- ABC blocks . . . wood, plastic, foam
- early-years camera (2 shutter speeds and 3 distance settings)
- bean bags, finger paints, hats, magnifying glass, toy telephone, large rubber ball and others.

WHO DOES THE HOUSEWORK?

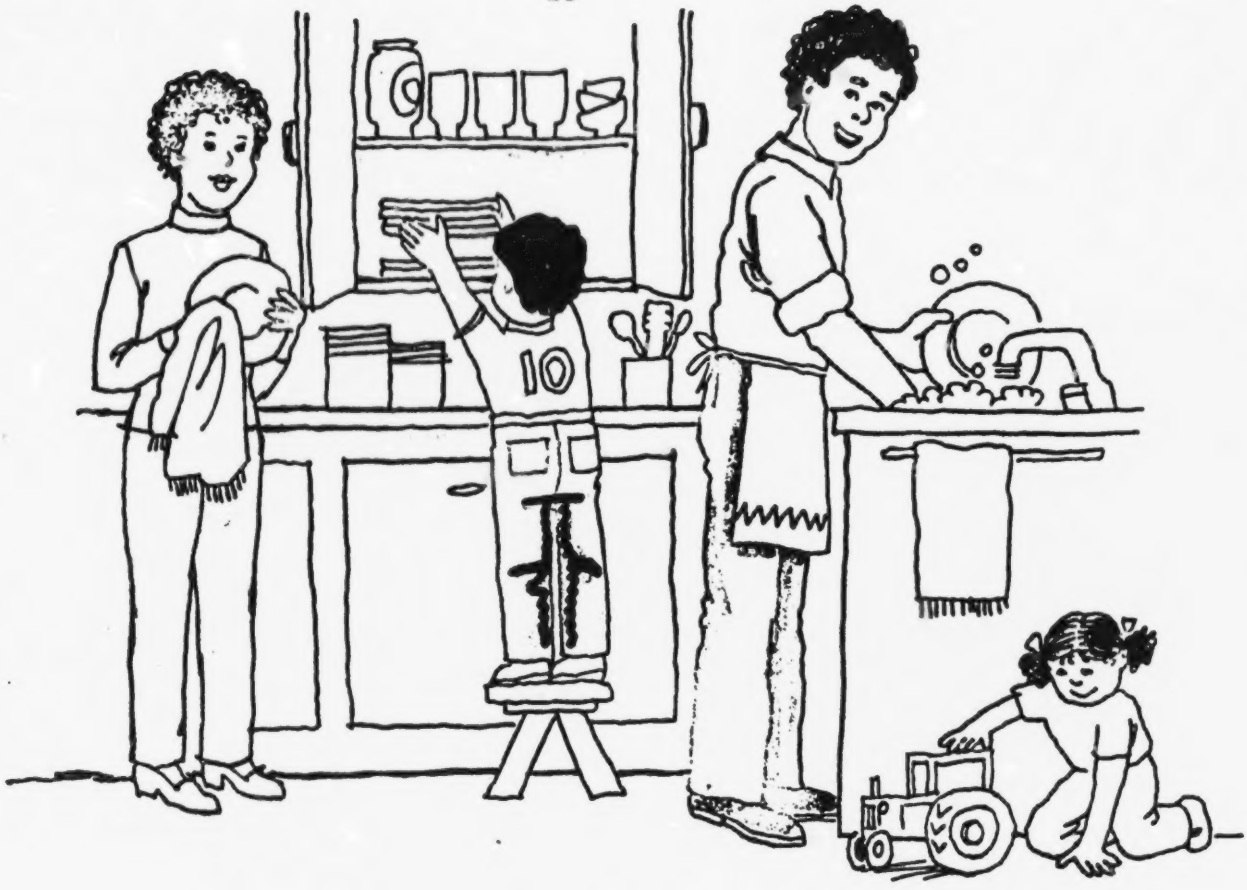
Sometime when there is a small cluster of preschool children around . . . ASK them about housework. It could be an excellent time for consciousness raising!

- Whose role is housework?
- What does it entail?
- Is it only for men? women?
- If so, why?
- How do you feel about housework?
- Should boys do housework?
- What do mothers do for children?
- What do fathers do for children?

Assign chores in the classroom on a rotating basis; give both boys and girls a turn at each chore.

ACTIVITY

For one week chart each student's housekeeping chores using chart on next page. Talk about division of chores and whose responsibility it is to do these things at home.

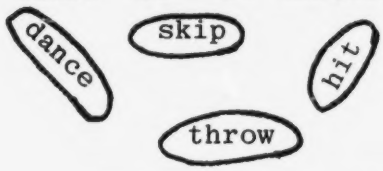


STUDENT'S NAME _____

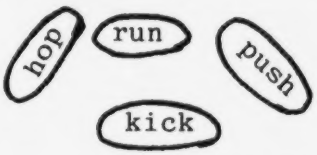
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wash Dishes							
Fix Meals							
Do Laundry							
Feed Pets							
Set Table							
Clear Dishes							
Bathe Kids							
Clean House							
Others:							

PLAY AND BODY SKILL ACTIVITIES

By developing play and body skills, young children can also be developing their VOCABULARY. Talk with your students about ACTION WORDS that are associated with playing . . . students:



- run - dance
- kick - throw
- hop - hit
- push - skip



Children, as well as adults, can get in touch with individual parts of their bodies and develop skills of balance, control, agility and strength.

PLAY GAMES!

Divide students into teams in non-sexist ways . . . instead of "boys vs. girls" make it "shoelaces vs. buckles," "blondes vs. brunettes," "striped shirts vs. solid shirts," etc.

Activities to encourage development of a variety of body and play skills include:

- rolling on the grass
- racing to the play structures on playground
- watching and following a T.V. exercise program, helping each other do the exercises
- wrestling on an old mattress
- toe, finger, leg or arm wrestling
- walking on a balance beam
- hugging
- punching a clown stand-up punching bag
- setting up an obstacle course with tires, cardboard boxes, an old hose, etc.
- encouraging body contact skills for boys/girls
- welcoming preschoolers jumping to you, hanging on, crawling over, wiggling under, bear-hugging, etc.
- swimming, diving . . . how about leap frog?
- "Simon Says" . . . run, hop, jump, crawl, etc.
- throwing or rolling balls for distance
- gymnastic and ballet classes for boys and girls
- balloon volleyball (tie a piece of string across the room)

THE IMPORTANCE OF PLAY AND COMPETITION

LET YOUR LITTLE GIRLS BE TOMBOYS!

- 78% of 36 female college students reported having been tomboys as children.
- 60% of 34 junior high school age girls reported having been tomboys and 63% said they were tomboys AT PRESENT. The girls who reported themselves as being tomboys tended to have more educated mothers as well as preferring boys' games. (Hyde and Rosenberg, 1974)
- Helson (1965) found a consistent correlation between creativity in college women and their having been tomboys.
- Tomboys exhibit a spirit of daring, a strong sense of competition, and the desire to be in control. (Noshpitz, 1984)

ACTIVITY

Complete the "missing words" puzzle. Talk about competition, and the importance of knowing how to play games and that it is important to understand winning and losing.

JUST FOR KIDS

HERE ARE SOME WORDS WITH MISSING LETTERS. THEY ALL BEGIN WITH **W-I-N**. THE CLUES BELOW WILL HELP YOU TO COMPLETE THESE WORDS.

1) Something that blows.

2) What birds fly with.

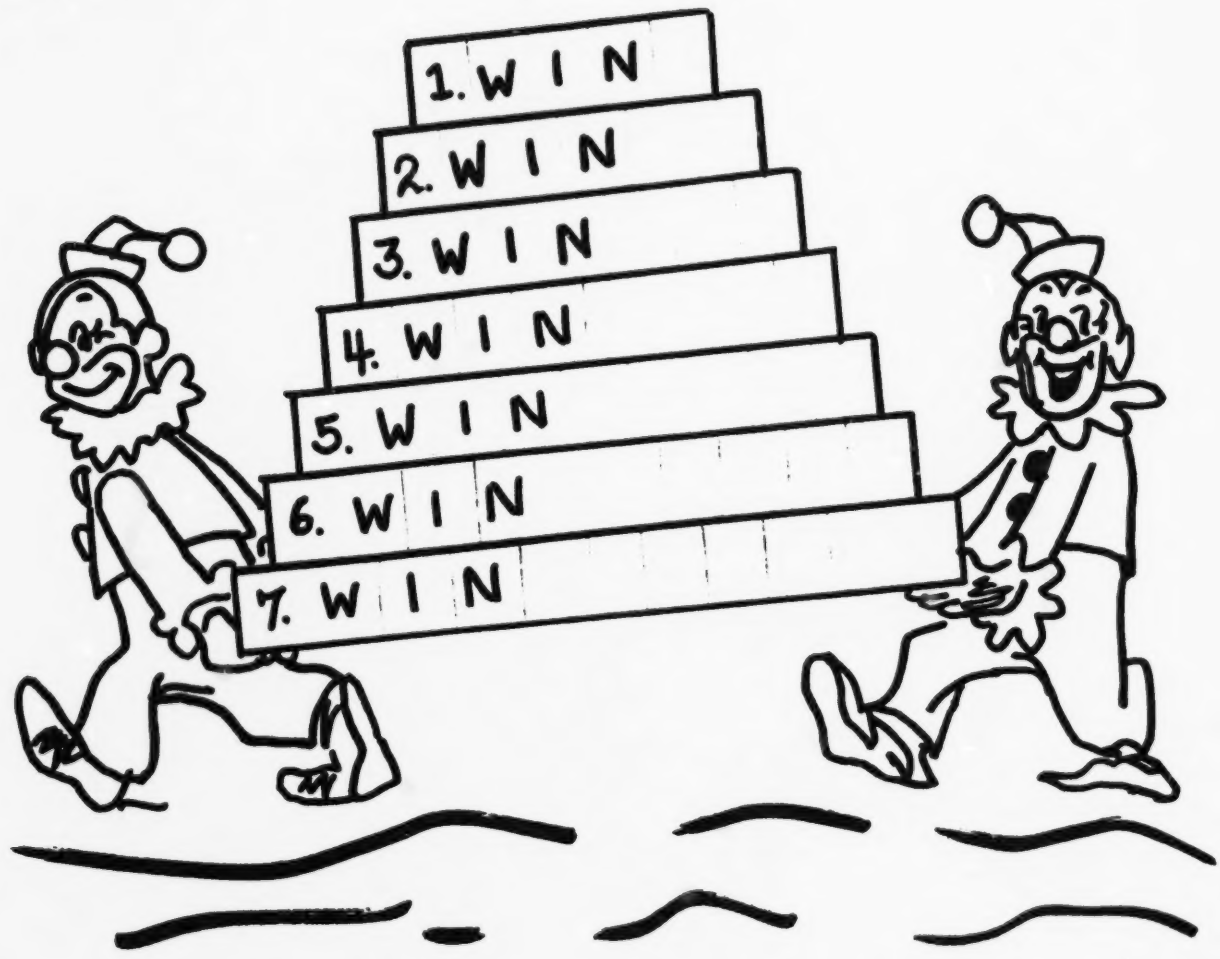
3) The coldest season of the year.

4) The see-through openings in the walls of houses.

5) A tall building like a pinwheel, often seen in Holland.

6) Very blowy weather.

7) The part of a car that the driver looks through.



Answers: 1-wind, 2-wings, 3-winter, 4-windows, 5-windmill, 6-windstorm, 7-windshield.

MINI SPY USES A COMPUTER

MINI SPY AND SOME OF HER FRIENDS ARE LEARNING HOW TO USE A COMPUTER. THEY ARE VERY GOOD STUDENTS. SEE IF YOU CAN FIND:

- JAR
- NAIL
- BAR OF SOAP
- PADLOCK
- WORD MINI
- PISTOL
- INK PEN
- EYEGLASSES
- TOOTHBRUSH
- SCREWDRIVER
- SPOON
- TONGUE DEPRESSOR
- BAND-AID

from The Mini Page by Betty Debnam © 1984 Universal Press Syndicate

WILLIAM'S DOLL ACTIVITY

Charlotte Zolotow's picture book William's Doll has for some years now been a valuable tool in the hands of educators and parents who encourage tenderness and nurturing in boys as well as girls. Published by Harper & Row in 1972, the book delivers the refreshing message that boys can enjoy toy trains, basketball, and dolls and that, indeed, playing with dolls is important preparation for an important job: fatherhood.

The William's Doll teaching materials presented here were created by teachers in the Jackson (Mich.) Public Schools when they met for a one-day workshop held late in the summer of 1982. Splitting into groups, they used ditto sheets, construction paper, watercolor markers, rulers, typewriters, biographical materials, etc., to produce a "Resource Kit of Sex Equity Materials for Elementary Students." The kit was subsequently circulated to the seven elementary schools in the district.

MATERIALS:

William's Doll, by Charlotte Zolotow
The picture book (1972) is published by Harper & Row.
A song version was written for the televsion show Free To Be . . . You and Me. It is available as part of the Free to Be . . . You and Me record (Arista Records, 1975), the filmstrip/cassette set (McGraw-Hill, 1975), and the book (Ms. Foundation/McGraw-Hill, 1974). Order the record and the Free to Be book from the Free To Be Foundation, 370 Lexington Ave., Room 301, New York, NY 10017.

Activity Sheets, one per student

TABS Boy and Doll poster

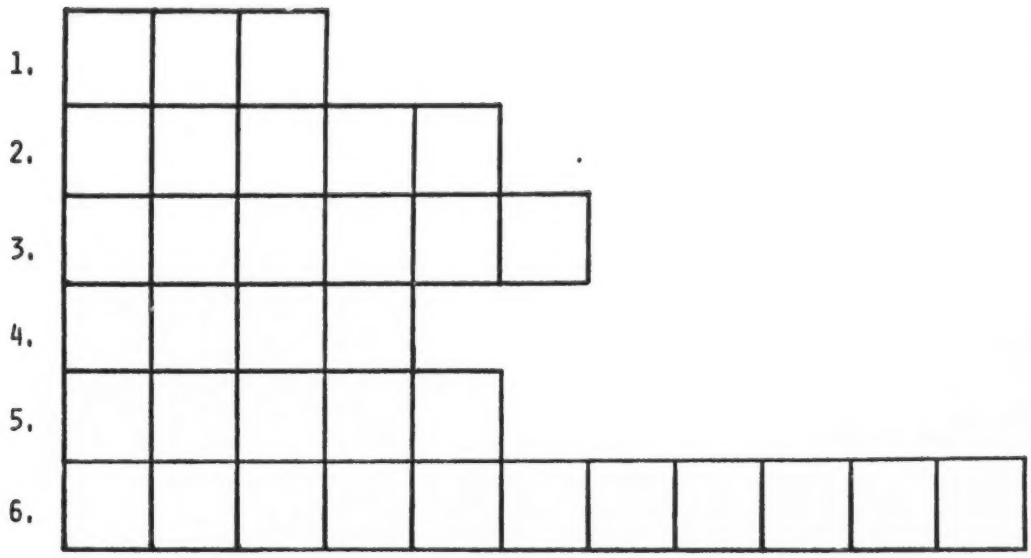
PROCEDURE:

1. Have the children free draw a train, basketball, and doll.
2. Discuss the feelings of students regarding William's wanting a doll. Extend into the discussion that any activity is acceptable and can be enjoyed by either sex.
3. Discuss peer name-calling.
4. Discuss the feelings of William's father.
5. Discuss not receiving something a student really wanted. How did he or she handle it? How did William handle the situation?

6. Display the TABS Boy and Doll poster. Discuss the concept of a boy practicing to be a father and a girl practicing to be a mother.
7. Discuss why William's grandmother was more accepting of William's wanting a doll than his father.

By Jane Damm, Ruth Markewicz, and Sally Tonnemaker, Jackson (Mich.) Public Schools.

WILLIAM'S DOLL
CROSSWORD PUZZLE



1. WILLIAM WANTED A DOLL TO _____
2. WILLIAM'S FATHER GAVE HIM A _____
3. WILLIAM'S BROTHER CALLED HIM _____
4. THE DOLL HAD BLUE _____
5. THE DOLL'S DRESS WAS _____
6. WILLIAM WAS GIVEN A DOLL BY HIS _____

Crossword Puzzle Word List

FATHER	BASKETBALL
CREEPY	GRANDMOTHER
EYES	RED
BROTHER	TRAIN
HUG	BLUE
BONNET	WHITE
SISSY	GRANDFATHER

STEREOTYPES

AWARENESS ACTIVITIES

1. Think of all stereotypes which YOU, as an adult and teacher hold about females' having to be "feminine" and males' having to be "masculine." Do these hold true for ALL females you know? For ALL males you know?

2. Ask children what girls and women are like; what boys and men are like. What stereotypes do they hold?

3. Discuss with them the possibility of non-stereotyped roles. Show or talk about examples of people they know who are in non-stereotyped roles.

Harwood (1975) interviewed 48 3-5 year old children to determine at which age preschool children acquire rigid sex-role stereotypes. RESULTS: 4-and 5-year-old children had begun to form more rigid sex-role stereotypes. 3-year-old children still show flexible sex-role concepts.

4. Try using Harwood's questionnaire with your students:

   Can a boy play with a doll?

   Can a girl play with a truck?

   Can a woman be a doctor?

   Can a woman be a dentist?

   Can a man be a nurse?

   Can a woman be a fire-fighter?

   Can men be teachers?

   Can women be police officers?

   Can men be cooks?

   What would you like to be when you grow up?

5. Ask students "If you woke up tomorrow and discovered that you were a (boy)(girl), how would your life be different?" Alice Baumgartner has reserached this attitudinal situation with shocking results. As recently as 1982, children reported more positive attitudes and more advantages if they were males.

Examples:

The Boys Said:	The Girls Said:
I'd be stupid and weak as as string.	I could do stuff better than I do now.
I couldn't play football or basketball.	I could do more things.
I'd have to cheer sports instead of joining them.	I could go hunting and fishing with my dad.
I couldn't have a pocket knife.	I want to be a nurse, but if I were a boy I'd want to be an architect.
I'd have to be lady-like and trampish.	I could run for President.
I'd kill myself.	I'd go back to bed since it would not take very long to get ready for school.
	I would not be allowed to express my true feelings.

PEOPLE

ROLE MODELS

Role models are people who play an important part in shaping our feelings about ourselves AND what we do and will do. Our self image and behavior involve our sex role identity. Girls look to adult women, boys to adult men; and by doing so LEARN what they think they should be doing as females or as males.

PARENTS

The most obvious role models for children are parents. Girls are encouraged to be like "Mommy" and boys like "Daddy." Besides learning feminine and masculine personality characteristics, children receive vocational guidance in the traditional family; e.g., girls learn to value the domestic and nurturing roles and boys the bread-winning roles. BUT, whether or not parents serve as traditional role models, they can influence their child(ren) in non-sexist ways.

WOMEN COULD . . .

Wash car, drive the family car on family outings, mow the lawn, clean garage, hang pictures, watch a sports event on T.V., pay for meal when the family eats out, repair something.

MEN COULD . . .

Plan the menu for the family, change diapers, arrange flowers in a vase, take care of sick child, clean house, fix breakfast and send children off to school, read bed time story to child.

ACTIVITY

Talk about other role models that children see in their day-to-day activities. Others exist besides parents, such as relatives, babysitters, friends, neighbors, doctors, librarians, preschool teachers, local store owners, etc.

Ask students to name some of these other role models. List them on the chalkboard. Identify each by sex. Ask students what they think about each one. Try to include some examples of <u>non-traditional</u> role models.

Role

(female) Repairperson
(female) Dentist
(female) Store Owner
(male) HairStylist
(male) Telephone Operator
(male) Nurse

Is one sex prevalent over the other in terms of AMOUNT of influence? QUALITY of influence? To whom else could you expose your child(ren) to broaden perspectives and options and his/her attitudes?

Invite one or more of these role models to visit your class and talk about her/his career, lifestyle, experiences, and so forth.

POEMS AND STORIES

TO READ ALOUD

DON'T DRESS YOUR CAT IN AN APRON
By Dan Greenburg

Don't dress your cat in an apron
Just 'cause he's learning to bake.
Don't put your horse in a nightgown
Just 'cause he can't stay awake.
Don't dress your snake in a muu-muu
Just 'cause he's off on a cruise.
Don't dress your whale in galoshes
If she really prefers overshoes.

A person should wear what he wants to
And not just what other folks say.
A person should do what she likes to --
A person's a person that way.

MY DOG IS A PLUMBER
By Dan Greenberg

My dog is a plumber, he must be a boy.
Although I must tell you his favorite toy
Is a little play stove with pans and with pots,
Which he really must like, 'cause he plays with it lots.
So perhaps he's a girl, which kind of makes sense,
Since he can't throw a ball and he can't climb a fence.
But neither can Dad, and I know *he's* a man,
And Mom is a woman and *she* drives a van.
Maybe the problem is in trying to tell
Just what someone is by what he does well.

IT'S ALL RIGHT TO CRY
BY Carol Hall

It's all right to cry
Crying gets the sad out of you.
It's all right to cry
It might make you feel better.

Raindrops from your eyes
Washing all the mad out of you.
Raindrops from your eyes
It might make you feel better.

It's all right to feel things
Though the feelings may be strange.
Feelings are such real things
And they change and change
And change . . .
Sad and grumpy,
Down in the dumpy
Snuggly huggly,
Mean and ugly
Sloppy slappy,
Hoppy happy
Change and change and change . . .

It's all right to know
Feelings come and feelings go.
And it's all right to cry
It might make you feel better.

DUDLEY PIPPIN AND THE PRINCIPAL
By Phil Ressner

One day at school the sand table tipped over. Dudley Pippin's teacher thought Dudley had done it and she made him stay a long time after school. Dudley was very angry. On his way home he met the principal, who had a long nose and fierce eyes.

"Hello, Dudley" the principal said. "People are saying you tipped over the sand table at school today."

Dudley just shook his head, because he couldn't say anything. It wasn't fair.

The principal said, "Didn't you do it?"

Dudley shook his head.

"I *knew* you didn't do it," the principal said. "Your teacher must have made a mistake. It wasn't fair. We'll have to do something about it, first thing tomorrow morning."

Dudley nodded.

"I bet you'd like to cry," the principal said.

"No," Dudley said, and began to cry. "Boo-wah, hoo-wah," he cried. "Boo-hooh, wah-hoo, boo-hoo-wah." He cried a long time.

"That's fine," the principal said when Dudley was through.

"I'm sorry," Dudley said.

"What for?" the principal said. "You did that very well."

"But only sissies cry," Dudley said.

"A sissy," the principal said, "is somebody who *doesn't* cry because he's afraid people will call him a sissy if he *does*."

"I'm all mixed up," Dudley said.

"Of course," the principal said. "Why should *you* be any different from everybody else? Most people spend their whole lives trying to get unmixed up."

Then he took a little blue flute out of his pocket. "Say," he said. "Just listen to this nice tune I learned yesterday; it's lovely."

And he began to play, and the music was sad and joyous and it filled the quiet street and went out over the darkling trees and the whole world.

ZACHARY'S DIVORCE
By Linda Sitea

On this particular Saturday morning Zachary's toes woke up first. They wiggled and wiggled and wiggled in the warm sunlight streaming through the windows. Zachary could feel them wiggling but he couldn't see them because his eyes were still asleep. The yawn sounded something like this: "AAArrr." Then his whole body woke up and turned over and over, quickly and before the last turn was done his eyes opened and Zachary was all awake.

Slowly he climbed out of bed and tiptoed across the rug. He moved carefully, so he wouldn't step on the blue and green flowers, only the purple ones, because purple was his favorite color.

He went straight to Mommy's and Daddy's room. He looked at Mommy sleeping in Mommy's and Daddy's bed. He looked at the wood sculptures he had made in school that were nailed to the wall. He looked at the leafy avocado plant that was almost to the ceiling, just the right size for pretending you were an explorer lost in the jungle. Zachary looked at the bookshelves and the easel and Mommy's paintings. He even looked in the closets and under the bed. Daddy was not there.

Next he went into the bathroom. And while he was there he sang a little song:

La la pee dee
La la pee vee
La la pee gee

Daddy was not in the bathroom.

Zachary slid down the stairs on his stomach, bump, bump, bump. He walked back and forth from the living room to the dining room four times and tried to practice his whistling. But no whistle came out, only a puff of wind.

Zachary looked at the bookshelves and his favorite plant that was all purple.

Daddy wasn't in the living room either.

Next Zachary went into the kitchen and there on the wall was his best invention. He turned the handle and the pulley went around the rope pulling the refrigerator door open. Daddy had helped him build it but it was all his own idea. Daddy and Mommy had said it was a really great idea because you could open the refrigerator door without walking all the way over to it. Zachary closed the door now. He didn't feel like any orange juice this morning. No Daddy in the kitchen.

Zachary went back into the living room and sat on the big chair. He pulled Mommy's patchwork quilt over him and settled in. It was usually a very happy patchwork quilt with every color you could think of in it. But it didn't seem so happy lately.

The morning is a very sad time if you have a divorce, Zachary thought. Having a divorce meant that you woke up in the morning and your Daddy was not there because now Daddy lived in another house. Then Zachary thought of Amy who was in school with him. And he remembered how Amy's divorce meant that she woke up in the morning and her Daddy was there but not her Mommy. He wondered how grown-ups decided which kind of divorce to give you, the Mommy kind or the Daddy kind. Then he tried to figure out, if he could choose, which he would rather have, the Mommy kind or the Daddy kind. But it gave him a headache just to think about it.

Zachary stared out the window. "The morning is a very sad time when you have a divorce" Zachary said out loud.

"I know you you feel. Sometimes the morning is very sad for me too," said Mommy, standing on the bottom step. Mommy was wearing her blue T-shirt and the dungarees Zachary liked best of all -- the ones with the bright purple paint on them.

Mommy came and cuddled into the big chair with Zachary and pulled the patchwork quilt over her too.

Zachary whispered, "Mommy tell me the story again why I got a divorce."

Mommy hugged Zachary very hard and then said: "It's not your divorce, Zachary, it's Daddy's and mine. We decided we would be happier if we lived apart from each other. You mustn't think it's because of anything you did wrong, because it isn't. Daddy and I have always loved you very much and always will. And remember, you see Daddy a lot and sleep over at his house alot too."

Zachary snuggled closer to Mommy.

"Do you think Daddy is sometimes sad in the morning too?" Zachary asked.

"Yes, I think he is," said Mommy. "It's okay to be sad. This is a very new thing that has happened to us. But really, as time passes, we'll all get used to the divorce and we'll be less and less and less sad."

"Let's go get some orange juice," Zachary shouted, and ran into the kitchen.

As he turned the pulley handle to open the refrigerator, Zachary pretended time was passing with each turn. And with each turn, he told himself that soon he would feel less and less sad.

CHARLIE'S GARDEN
By Marjorie Lewis

Charlie's bedroom was depressing. It was the same blue it had been painted long ago when he was a baby. Now it was faded. And not only that:

- There were stains on the walls from when he had shaken up a soda bottle and then taken the cap off.

- There were holes in the walls from where he used to bang his trucks against them when he was little.

- There were lumps of dried apple peel all over the walls from when he used to wipe apple peel on the walls whenever he was eating an apple because he didn't like the peel.

- There were crayon marks over his bed from when he had tried to make a mural of the Bronx Zoo.

- There was a dead bug stuck in the corner left over from the summer, paint chips from when he had pulled the tape down when he had changed his posters around, and dirt marks from where the furniture had been before he had moved his bed under the windows.

It was no wonder Charlie found it hard to open his eyes in the mornings and wake up for school. His room was ugly. It is time, thought Charlie, to change the way I'm living and clean things up. Also, to get organized.

Charlie asked his father to help him redecorate so that he could get up on time and have a cheerful room. Charlie's father asked Charlie what made him think that he was through messing up his room and was ready to clean things up and get himself organized. Charlie said that although the mess in his room was like a scrapbook of memories from when he was little and he did like to remember those times, he was now old enough to take care of his things and he wanted where he slept and worked and played to look nice.

Charlie's father said that on Saturday he would take Charlie out to buy paint. Then he asked Charlie what color would make him feel cheerful and wide awake in the mornings.

Charlie said that he had planned on having wallpaper. He asked his father if he knew how to hang wallpaper. Charlie's father said that he could probably learn how with some simple instructions from the people in the wallpaper store. Then Charlie's father said that something with cars or boats would be nice. Or maybe a plaid.

Charlie said he wanted flowers.

Charlie's father said that boys didn't have flowered wallpaper in their rooms. He said that only girls had flowers. Boys had cars, or boats, or-sometimes-trains, or airplanes. Or plaid. Or soldiers. He asked Charlie if he'd like to have soldier wallpaper.

Charlie said that he didn't want soldiers. He said that he didn't like to think about war at night before he went to sleep. And he didn't like cars, or boats, or trains, or airplanes enough to have a room full of them. He said that plaids with all their lines and squares, were boring. Charlie's father suggested loops or circles. Charlie said that loops and circles made him dizzy, all those things going up and down, up and down and around - Charlie said he felt sick just talking about it. Then Charlie said that he had definitely decided on flowers. He helped his father grow a flower garden in the summer, and he liked the way the flowers looked with all their colors.

Again, Charlie's father said that only girls had flowers on their bedroom walls. Charlie asked his father why only girls could have flowers on their walls without arguments. His father said that was just the way things were. Always had been. Always would be.

Charlie said that his father had once told him the same sort of thing about breakfast: that people "always" had cereal or eggs and toast for breakfast, and, sometimes, pancakes, bacon or sausages. But never chocolate cake or cold pizza. Charlie reminded his father that he hadn't been sick one single day since his father had let him experiment with different kinds of breakfasts. Eating ice cream on corn flakes in the morning, or chocolate cake, or cold pizza hadn't stopped Charlie from growing a full inch.

Charlie's father said that what Charlie said was true, but flowered wallpaper in a boy's room was different. He asked Charlie if he was ready to wear a dress to school. Charlie said he was not, but, maybe he would, if he lived in Scotland or Greece where the soldiers wear skirts and nobody thinks it's weird. Then Charlie said girls were lucky - they could wear skirts OR pants if they wanted to and nobody cared. Anyway, said Charlie, what did dresses have to do with having flowered wallpaper in his room?

Charlie's father sighed. Then he said that Charlie had to understand that the world changed little by little and not all at once, and that Charlie's ideas were fine, but his timing was off. Someday it would be alright to have flowered wallpaper in his bedroom but not yet.

Charlie asked why it was all right for his father to grow flowers in the garden and tend plants on the windowsills but not all right for him to have flowers on the wallpaper in his room. His father said it just wasn't. Then his father asked Charlie what his friends would say when they came over and saw that his room looked just like a girl's. Charlie said that he figured they'd say it looked terrific. That is, if they said anything about it at all because he and his friends usually didn't talk about their bedrooms.

Then Charlie's father said that instead of arguing about wallpaper he would just repaint the room. Blue again - or brown. Which was a good color for a boy's room.

Charlie said in a loud voice: "I WANT FLOWERS." He said: "I WANT MY ROOM TO LOOK LIKE A GARDEN. I DON'T WANT SOLDIERS, OR CARS, OR TRUCKS, OR BOATS, OR PLAID, OR LOOPS AND CIRCLES, OR BORING BLUE, OR BROWN. I WANT FLOWERS."

Charlie's father's voice was louder than Charlie's. "NO FLOWERS. IS THAT CLEAR? THAT IS FINAL. NO FLOWERS. BOYS DO NOT HAVE FLOWERS ON THE WALLS OF THEIR ROOMS."

That Saturday, Charlie's father took Charlie to the paint store. He asked the store clerk for some yellow paint. "Your room will be like sunshine," he said to Charlie. Back home, Charlie's father began to fill in the holes in Charlie's walls with plaster. He smoothed the rough spots with a sander. He painted the trim yellow. Charlie didn't have much to do except to scrape at the apple-peel bumps so that the walls would be smooth when the new paint went on. Charlie wished his father would talk to him while they were working together, but his father only whistled tunes through his teeth. Charlie knew his father always whistled that way when he was concentrating very hard, but it was boring just listening to the whistling and picking at the walls. Charlie tried to whistle like his father but all that came out was a kind of windy sound.

That night, Charlie slept on the floor of the living room in a sleeping bag because his room smelled of paint. The next day, his father painted the walls. Charlie did his homework at the kitchen table and listened to his father whistle songs through his teeth again. And that night too, Charlie slept on the floor.

The next day, when Charlie came home from school, he found that his father had moved all the furniture back in place and put up new white window shades. Charlie's father had also put a row of hooks on the wall so that Charlie could hang stuff on them like his bathrobe and his laundry bag. There was a new wastebasket, and his father had repainted the shelves to match the walls. All his books were on the shelves arranged in alphabetical order by author. The room looked very bright and nice, and Charlie spent his time before dinner getting all his things neatly organized. He also rearranged his books so that the ones had read when he was little were in one place and the ones he was reading now in another. Charlie wished that his father had let him arrange things the way he wanted in the first place and let HIM pick out his own wastebasket and help move the furniture back in place so that his desk and bed would be where HE wanted them. He told his father that the room was certainly very yellow. His father said that he was sure that it was bright enough to awaken him on time.

And it was. Each day, Charlie woke up to the morning sun lighting up the yellow walls. Even on rainy days there seemed to be sunshine in Charlie's room. But Charlie couldn't help thinking it was too bad that there were no flowers to go with all that sunshiny yellow.

One Saturday afternoon when Charlie had nothing to do, he went up to the attic where all his old toys and games were stored. Charlie took a big box and put all his tempera paints and brushes in it, and took the box down to his room and spread newspapers all over the floor and got some brown paper bags and cut them down the middle to make a few big sheets of drawing paper and practiced mixing one color into another and squashing blobs of color into strange shapes and squiggles on the brown paper. Then he painted a few flowers he remembered from his father's garden. Charlie looked at the flowers for a long time. When he was finished, he screwed the tops of the paint jars on firmly. He carefully washed the brushes in the bathroom sink. He thought about washing the dribbles of color off the sink rim, but he liked the way they looked on the white basin.

Charlie sat for a while and looked again at the paintings he had done - the blobs and flowers. He heard the television set on in the living room, looked in and saw his father asleep on the sofa. Charlie was sure that his father would not awaken for a long time.

Charlie went back into his room. He unscrewed the tops of all the paint jars. He rearranged the newspapers around the edges of the room along the walls. He took the fattest brush and, in big splashes of color, he painted all the flowers that grew in his father's garden: roses, tulips, lilies of the valley, bachelor buttons, asters, zinnias, sweet pears, marigolds, phlox, nasturtiums, tiger lilies, daisies, pansies, snapdragons, hollyhocks, lobelia, daffodils, petunias, and larkspur. Along the walls of his room, Charlie painted a garden of his own.

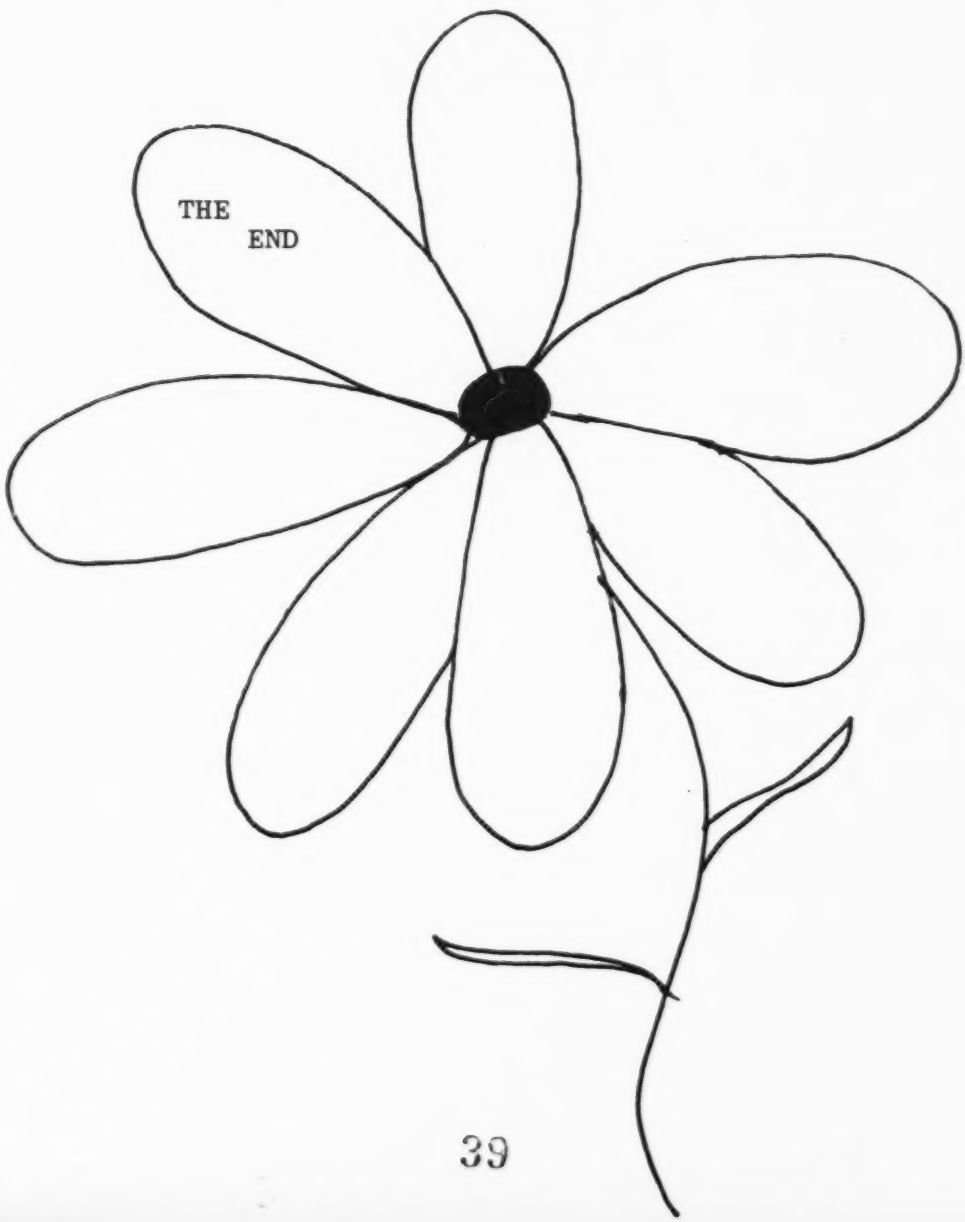
It took a long time. When he was done, Charlie stepped back to take a look at his garden. Suddenly he saw his father standing in the doorway watching. He didn't know how long his father had been there. Charlie's father didn't say anything. He walked over to Charlie's bed and sat down on it. He looked carefully at each of the walls and at each flower that Charlie had painted.

Then he said "I think it needs one last touch. How about a butterfly?"

Charlie smiled. "Sure" he said. Charlie's father stood up and walked over to where the brushes were lying on the newspapers and picked one up. He dipped it into the jar of purple paint and began to draw a giant butterfly fluttering over the tallest snapdragon. While he painted, Charlie's father whistled a song through his teeth. When he had finished the butterfly, he said to Charlie, "What do you think?" Charlie and his father stood together and examined the butterfly. Charlie said, "I think it needs some spots. Maybe orange ones."

"You're right," said his father. Charlie dipped a brush into the orange paint and made spots on the butterfly's wings.

Then Charlie and his father washed off the brushes, screwed the tops back on the jars, put everything back in the box, and carried all the paint stuff up to the attic. Then they threw out all the newspapers and the brown-paper practice pictures, except for one which Charlie's father saved to hang in his office. It was a pink flower. While he was working, Charlie's father whistled through his teeth. Without really trying, Charlie noticed that he could whistle too. Charlie and his father practiced whistling a couple of songs together until Charlie became very good at it. Then they went out for a walk to get some pizza for dinner. They brought back some extra pieces to have for breakfast the next morning.



RESOURCES

REFERENCE MATERIALS

AND JILL CAME TUMBLING AFTER: SEXISM IN AMERICAN EDUCATION
Edited by Judity Stacey, Susan Bire, and Joan Daniels. Selected articles on most aspects and levels of education.

LIBERATING YOUR CHILDREN FROM SEX ROLES, New England Free Press (NEFP)
By Phyllis Taube Greenleaf. An important guide centering around non-sexist preschools.

NON-SEXIST EDUCATION FOR YOUNG CHILDREN, Women's Action Alliance (WAA)
Edited by Barbara Sprung. Includes presentations made at the first National Conference on Non-Sexist Early Childhood Education, October, 1976.

RESOURCES FOR CREATIVE TEACHING IN EARLY CHILDHOOD EDUCATION, Learn Me (LM) Cultural awareness without sex or ethnic stereotyping.

SEXISM IN SCHOOL AND SOCIETY by Nancy Frazier and Myra Sudker.
A good overview for educators.

UNDOING SEX STEREOTYPES by Marcie Guttentag and Helen Bray.
A practical guide for educators.

UNLEARNING THE LIE: SEXISM IN SCHOOL by Barbara Harrison.
Actual account what parents and teachers did to effect change in a New York private school.

EQUAL PLAY, A quarterly magazine for adults who are guiding young children beyond stereotypes. Women's Action Alliance

GROWING UP EQUAL, Jeanne Kohl Jenkins and Pam MacDonald. Awareness exercises, play activities, living skills, career skills and resources for parents or teachers to use with young children in creating nonsexist, nonlimiting environment. Prentice Hall, Inc.

MAXIMIZING YOUR CHILDREN'S POTENTIAL: A NON-SEXIST MANUAL FOR EARLY CHILDHOOD TRAINERS, Felicia O. George and Barbara Sprung. A pratical guide for developing nonsexist attitudes in young children, this manual details activities and strategies to foster independence and expand the range of children's experiences. Education Development Center

NON-SEXIST EDUCATION FOR YOUNG CHILDREN: A PARTICAL GUIDE. A wealth of information for teachers and parents. Women's Action Alliance

REFERENCE MATERIALS (continued)

PERSPECTIVES ON NON-SEXIST EARLY CHILDHOOD EDUCATION, Barbara Sprung. 1978. Articles on sexism, toys, unconscious ways teachers reinforce stereotypes and parenting. Teachers College Press

RIGHT FROM THE START: A GUIDE TO NON-SEXIST CHILD REARING, Selma Greenberg, 1978. Practical advice on how to raise children of both sexes free of the sexual stereotypes that limit development. Houghton-Mifflin

WE CAN CHANGE IT! Susan Shargel and Irene Kane, 1974. This pamphlet shares ideas on how to eliminate sex-stereotyping. A bibliography of non-sexist, nonracist children's books provides the starting point. The text suggests ways of integrating these books into all phases of classroom and family life. Change for Children.

FATHER POWER by Henry Biller and Dennis Meredith.
A useful guide in helping men to become active and equal participants with women in childrearing. However, the authors frequently make use of sex stereotyping.

NON-SEXIST CHILD RAISING by Carrie Carmichael. An interesting account of what a wide variety of American families have experienced in endeavoring to bring up their children free of gender prejudice.

FATHER FEELINGS by Eliot A. Daley. A straight forward and personal account of one year with the author's family. Feelings are expressed throughout and changing sex role expectations examined.

HOW TO RAISE INDEPENDENT AND PROFESSIONALLY SUCCESSFUL DAUGHTERS by Dr. Riate and Dr. Kenneth Dunn. A comprehensive guide that includes facts and suggestions. Chapter 3, "What to Do From Age Two to Five" is especially pertinent for preschool parents.

LIBERATED PARENTS - LIBERATED CHILDREN by Faber and Mazlish.
Practical ideas on childrearing.

RIGHT FROM THE START: A GUIDE TO NON-SEXIST CHILD REARING
by Selma Greenberg. This enlightening book examines the ways which children are limited by traditional methods of child rearing and offers practical alternatives.

WHO WILL RAISE THE CHILDREN? NEW OPTIONS FOR FATHERS (AND MOTHERS) by James A. Levine. Fathers' traditional involvement in child-rearing is evaluated. Examples are cited of different ways in which fathers are becoming more involved.

TENDERNESS IS STRENGTH: FROM MACHOISM TO MANHOOD by Harold C. Lyons, Jr. Addressed to men, this book discusses how men can be tender in all relationships, including those with children.

REFERENCE MATERIALS (continued)

PARENTS' YELLOW PAGES by the Princeton Center for Infancy.
A directory of services, products and useful information for parents.

FATHERS JOURNAL by David Steinberg.
A personal account of a young father's growing realization of his nurturing feelings toward his six-year-old son which he credits to his wife's involvement with feminist groups.

FILMS/FILMSTRIPS/SLIDES

A MODEL FOR NON-SEXIST CHILD DEVELOPMENT, Women's Action Alliance (WAA)
Film on non-sexist education for young children.

"THE SOONER THE BETTER" Women's Action Alliance (WAA)
Film on non-sexist education for young children.

EARLY CHILDHOOD, Jack and Jill Fiction and Fact Videotapes, 1979. (Videocassette, 30 min.) Useful for an inservice on how to set up nonsexist classrooms and recreational centers for the full development of all young children. Education Development Center.

FREE TO READ, 1976. (Filmstrip and Script) Colorful show highlighting nonsexist, nonracist picture books for ages 3-9.

A NEW BEGINNING: ELIMINATING SEX STEREOTYPING IN EARLY CHILDHOOD EDUCATION, Project on Sex Stereotyping in Education, 1979. (30 min. audio tape, transparency masters, handouts and bibliography.) For inservice training. Education Development Center.

TEAR OPEN THE BOXES, 1977. (Filmstrip with cassette) Uses television commercials, ads and box covers to show how toys encourage stereotyped notions of sex roles.

THE TIME HAS COME, Women's Action Alliance. (Film) Helps parents of young children become aware of the limitations created by sex-role stereotyping. Through a series of vignettes, it emphasizes that sexism is pervasive and often a very subtle process. A leader's guide accompanies the film. Third Eye Films.

SUGAR AND SPICE
This film on non-sexist preschool education dispels myths.
Odeon Films, Inc., 1619 Broadway, New York, NY 10019

THE FABLE OF HE AND SHE
Grades K-12. Color, 11 min., 1974. Sex-role stereotypes are challenged. New-found ways of dividing labor are based on personal need, not gender. Learning Corp. of American, 711 Fifth Avenue, New York, NY 10022

FILMS/FILMSTRIPS/SLIDES (continued)

FIVE FAMILIES
Five filmstrips and cassettes portray families from various ethnic backgrounds. Scholastic Early Childhood Center, 904 Sylvan Way, Englewood Cliffs, NJ 17632

PEOPLE WHO WORK
K-12. 10 color/sound filmstrips. Men and women are depicted in nontraditional and unusual jobs. Scholastic, "Beginning Concept" Series Nos. 3 and 4, Scholastic Early Childhood Center, 904 Sylvan Way, Englewood Cliffs, NJ 17632

WOMEN IN AMERICAN HISTORY
A filmstrip series. 1973. Educational Activities, inc., Box 392, Freeport, NY 10018

YOUNG WOMEN IN SPORTS
K-12, color, 15½ min. Four young women athletes discuss their self-image as atheletes and women. The benefits they derived from participation in sports are also discussed. BFA Educational Media, P.O. Box 1795, 211 Michigan Avenue, Santa Monica, CA 90406

BOOKS

PRESCHOOL

DADDY LONG EARS by Robert Kraus
Daddy Long Ears is "left" to raise thirty-one bunny rabbits, which includes washing, cooking, and other childcare responsibilities.

THE DADDY BOOK by Robert Stewart
Fathers are shown in traditional and non-traditional roles. They are pictured in several childcare jobs, such as changing diapers, cooking for children, playing, helping at bath time, etc.

GO AND HUSH THE BABY by Betsy Byars
Big brother finds out that babysitting can be fun. He entertains his baby brother with songs, magic tricks and stories.

ON MOTHER'S LAP by Ann Herbert Scott
Michael, an Eskimo boy, snuggles on his mother's lap with his blanket, boat and doll.

CHILDREN AND THEIR FATHERS edited by Hanns Reich Verlag
Photos of fathers and children. Multi cultural.

ZEEK'S SILVER MOON by Amy Ehrlich
An exquisitely illustrated book showing the spontaneous affection and humor between child and father. Zeek's father makes him a cradle and sings him a lullaby he made up.

BOOKS (continued)

PRESCHOOL (continued)

MARTIN'S FATHER by Margrit Eichler, Lollipop Power, Inc.
Martin spends the day with his dad doing the laundry,making sandwiches, etc.

JUST THINK by Betty Miles and Joan Blos
Shows mothers who work outside the home and fathers enjoying their children.

WHAT CHILDREN DO by Robyn Lilith, Wren Publishing
Book of photographs in which children (names do not suggest sex) play together in a variety of activities.

A HOLE TO DIG by Ruth Krauss
First book by definitions with boys and girls doing everything together.

JOSHUA'S DAY by Sandra Syrowiecki, Lollipop Power, Inc.
Story of a young boy's experiences in multi-ethnic liberated day care center.

NOSIY NANCY NORRIS by Lou Ann Gaeddert
Nancy is inventive and noisy.

FINDERS KEEPERS by Alix Shulman
Lisa, the best finder in the playground, invents a finders keepers game to play with friends.

JO, FLO, AND YOLANDA by Carole de Poix, Lollipop Power, Inc.
Triplets are very different in their interests and abilities.

AMELIA MIXED THE MUSTARD AND OTHER POEMS by Evaline Ness
Poems about unconventional girls and dedicated to "females all: big, little and middle."

AND I MEAN IT, STANLEY by Crosby Bonsall
Presents a story about an active and imaginative young girl and giant dog named Stanley.

THINGS WE LIKE TO DO by Evelyn M. Andre
Girls and boys are pictured in a variety of activities such as baking cakes and playing with dolls and friends.

THE WINTER WEDDING by Robert Walker
Girls and boys share non-competitive friendships at preschool.

GLADYS TOLD ME TO MEET HER HERE by Marjorie Weinman
Irving and Gladys are best friends and play together.

BOOKS (continued)

PRESCHOOL (continuted)

THE CHRISTMAS CAT by Efner Tudor Holmes
A story about a nurturing man, a lost cat and two boys on a Vermont farm.

LUCKY WILMA by Wendy Kindred
Presents alternative family styles while showing how Wilma and her dad discover how to be together on their weekends.

A TRAIN FOR JAN by Norma Klein, The Feminist Press
Jane still wants a train for Christmas even though everyone around her suggests stereotyped ideas. (record and cassette available)

MADELINE AND ERMADELLO by Tim Wynne-Jones, Before We Are Six
An imaginative girl creates a lively, interesting imaginary friend.

READING GRADE LEVEL K-1

THE TRAIN by Robert Welber
In order for Elizabeth to see the trains go by, she needs to cross the wide meadow but is afraid to do so. However, she receives support from her family and finds the courage to cross the meadow and realizes she enjoys the adventure. The book illustrates an interracial family.

I CAN HELP TOO by Ilon Wikland
An excellent book showing a young boy's success with household tasks.

A HOLE IS TO DIG by Ruth Krauss
Using pictures and words, children give their own definitions of love, a party, eyebrows, and more. The delightful illustrations show little girls and boys sharing activities together, including hand holding, climbing mountains, and building. The sentences are not punctuated and the type size ranges from primary to intermediate.

ANN CAN FLY by Fred Phleger
With her father and his plane, Ann flies to summer camp. Enroute, she learns how to fly and has a chance to pilot the plane herself. Although the illustrations are dated, this book breaks stereotypes showing a positive father-daughter relationship in which they are engaged in nontraditional activities.

BOOKS (continued)

READING GRADE LEVEL K-1 (continued)

SNOW by Roy McKie and P.D. Eastman
A rhyming book showing two children playing in the snow.

RABBIT FINDS A WAY by Judy Delton
Instead of depending on Bear to make a cake, Rabbit learns how to bake his own carrot cake.

READING GRADE LEVEL 2

WHY AM I DIFFERENT? by Norma Simon
This book is an honest attempt at portraying children and adults in nonstereotyped and ethnic roles. It portrays everyday situations in which children see themselves as being "different" in their family life, attitudes, and preferences. It illustrates to children that we are all different and that being different is all right!

MAX by Rachel Isadora
In this delightful story with amusing illustrations, Max finds a new way to prepare himself for a baseball game on Saturday and then goes to his sister's ballet class.

BODIES by Barbara Brenner
With a simple text that praises the uniqueness of each individual, this is a picture book of bodies - every size, shape, color, sex, and age.

OH LORD, I WISH I WAS A BUZZARD by Polly Greenberg
A young black girl who picks cotton in the fields with her family under the hot sun wishes she were someone else - a dog lying under a bush or a buzzard in the sky. However, as she walks home with her daddy, she feels contentment.

GRANNY'S FISH STORY by Phyllis LaFarge
In this warm story, Granny is a positive role model of an independent, brave, and likeable person. Julie, and her friend Sarah, visit Julie's grandmother in the country.

BECKY AND THE BEAR by Dorothy Van Woerkom
This book is about the hardships of colonial Maine where winters are difficult and food is scarce. Becky, who is eight, catches a bear and supplies her family with food, warmth from a rug, and fat to burn in the lamps.

THE SUNSHINE FAMILY AND THE PONY by Sharron Loree
Several families move to a house in the country. As a group, they share the chores and purchase a pony.

NOISY NORA by Rosemary Wells
Noisy Nora, a mouse, is represented in this charmingly illustrated picture book. In order to gain the attention of her parents, who pay more attention to her brothers and sisters, Nora makes all kinds of noise.

BOOKS (continued)

READING GRADE LEVEL 2 (continued)

I WAS SO MAD! by Norma Simon
Helping young children deal with anger, by showing what makes other girls and boys angry, is dealt with in this perceptive book.

RACHEL CARSON WHO LOVED THE SEA by Jean Lee Latham
Rachel Carson loved the sea and biology, which led her to become a scientist. She also had a gift of writing that she used to awaken the world to the destructiveness of pesticides.

BLUE TREES, RED SKY by Norma Klein
Eight-year-old Valerie feels her mother worked outside the home because her father died, but she learns her mother loves it and realizes her mother's job doesn't interfere with her love for Valerie.

MOTHERS CAN DO ANYTHING by Joe Lasker
This is a simple narrative picture book showing mothers in a variety of careers, many of which are nontraditional.

GROWNUPS CRY TOO by Nancy Hazen
In this sensitive story with illustrations showing a racially-mixed marriage, Stanley thought only little kids cry and learns that everybody cries sometime.

UMBRELLA by Taro Yashima
Eagerly waiting for a rainy day, Momo is anxious to use her new umbrella she received for her third birthday.

JANE ADDAMS by Gail Faithful Keller
This biography of Jane Addams explains how she established Hall House to help impoverished immigrants in the city. Her efforts with the poor and in the peace movement during World War I won her the Nobel Peace Prize.

NICE LITTLE GIRLS by Elizabeth Levy
Jackie shows up at school wanting to build boxes and do the things boys get to do. Her teacher wants her to behave like a "nice little girl." A delightfully illustrated book makes an important point about sex-role stereotyping.

HE BEAR, SHE BEAR by Stan and Jan Berentain
This is a fun story about a "she" bear and a "he" bear doing and being anything they want to be, in a variety of careers, many nontraditional.

BOOKS (continued)

READING GRADE LEVEL 2 (continued)

JELLYBEANS FOR BREAKFAST by Miriam Young
Two little girls fantasize about all they want to do some day, including being astronauts and going to the moon.

WOMEN WHO DARED TO BE DIFFERENT by Wayne Bennet
The book includes simple biographical sketches of women who dared to be different, including Amelia Earhart, Annie Oakley, Maria Mitchell, and Nellie Bly.

READING LEVEL GRADE 3

RAMONA THE PEST by Beverly Clearly
Five-year-old Ramona enters kindergarten with high-spirited ideas and full of humorous adventures.

HARRIET AND THE RUNAWAY BOOK by Johanna Johnston
Harriet Beecher Stowe felt the horrors of slavery and wrote a story that made people care about and understand what slavery meant.

CLARA BARTON: SOLDIER OF MERCY by Mary Catherine Rose
Clara Barton is the famous nurse during the Civil War who founded the American Red Cross.

IRA SLEEPS OVER by Bernard Waber
Ira leaves his teddy bear, "Tah, Tah," at home when he sleeps over at Reggie's house, only to discover that Reggie sleeps with HIS teddy.

COLLEEN, THE QUESTION GIRL by Arlie Hochschild
This story illustrated with amusing photographs depicts a young girl who asks alot of questions.

IKWA OF THE TEMPLE MOUNDS by Margaret Zehmer Searcy
Based on the culture of the Temple Mound Indians of Mississippi, Ikwa, an Indian girl, portrays strength and courage as she struggles to become a young woman.

SUE ELLEN by Edith Hunter
Sue Ellen, who is eight years old and a slow learner, comes from a family with an invalid mother and father and finds it difficult to adjust to a regular classroom. She changes her self-concept as she goes to a class for children with severe learning problems.

BOOKS (continued)

READING GRADE LEVEL 3 (continued)

CARLOTTA AND THE SCIENTIST by Patricia Riley Lenthall
Women, ethnic minorities, and careers are portrayed nonstereotypically in this delightful story about Carlotta, a curious mother penguin. Searching for food one day while the father penguin keeps the eggs warm, she hears a noise. Following it, she finds a scientist with a broken leg and discovers a new world she had never imagined.

ELIZA'S DADDY by Ianthe Thomas
This is a story showing positive aspects of a father-daughter relationship and deals with divorce in a sensitive manner. Eliza is a young black girl who is curious about her father's new family, especially his stepdaughter who also calls him daddy.

MARY MCLEAD BETHUNE by Ruby L. Radford
In this biography, Mary McLeod Bethune, one of 14 children whose parents were slaves, spends her life working for education and justice for black people.

WILLIAM'S DOLL by Charlotte Zolotow
William is a young boy who is teased by his family for wanting a doll. His grandmother gives him one so he can cradle it, hug it, and practice being a father.

TOYS, RECORDS

"Carrot-parent" non-sexist (neutral) parent in pink or cinnamon (Pinky Puppets, Pittsburg, PA)

Occupational Puzzles, female pilot, with male co-pilot, doctor, telephone linesperson, judge, lawyer, and garage mechanic (Judy Puzzles, Minneapolis, MN)

Super Speed Racer (Fisher-Price) both-sex drivers (girl on one side, boy on other side) in 7-inch racing car

Community Career Flannel Board: 27 male and female figures (Women's Action Alliance)

Wannabees, career skills play people with new options: male and female farmers, woman doctor, and cow girl . . . include accessories. (Gabriel, Inc.)

Dressing and Undressing Puzzle, boy and girl with genitals shown (Childcraft Education Corp., Edison, NJ)

Play Scenes Lotto: multi-racial girls and boys in a variety of play scenes (Milton Bradley)

TOYS, RECORDS (continued)

"Free to Be You and Me" Marlo Thomas. 1-3 Artista Records: AL40003. A 12-page illustrated lyric booklet is included (Also available at record shops)., Artista Records, 1776 Broadway, New York, NY 10019

"Hurray for Captain Jane." Camedon Records. Pre-kindergarten-grade six. Tammy Grimes reads nontraditional stories such as Martin's Father and Jellybeans for Breakfast. Camedon Records, 505 Eighth Avenue, New York, NY 10018

"Sing a Rainbow and Other Children's Songs." Ginnie Clemens Folkways Records, FC7637, Folkways Records, 17 W. 60th Street, New York, NY 10001

"Thimble Summer," Elizabeth Enright. Newberry Award Records. A mischievious girl named Garnet happens upon a silver thimble, which magically transforms everything for her and her farm family. Suggestions for study, culminating activities, and vocabularly tips are provided on the record jacket. Newberry Award Records, A division of Miller-Brody Productions, Inc., New York, NY 10017

PHOTOGRAPHS AND POSTERS

HOME AND FAMILY
Pictures, 1975. Instructo, (A Division of McGraw-Hill) Paoli, PA 19301

RESOURCE PHOTOS OF MEN IN THE NURTURING ROLE
Jim Levine. Eight 8" x 10" black and white photos of men interacting with young children include fathers and grandfathers who work with children as teachers and pediatric nurses. Women's Action Alliance, Inc., Non-Sexist Development Project, 370 Lexington Avenue, New York, NY 10017

PEOPLE AT WORK
This set of 24 8" x 10" black and white photos depict men and women on nonstereotyped jobs. 1975. Instructo, (A Division of McGraw-Hill) Paoli, PA 19301

PUZZLES AND DOLLS

BABY BROTHER TENDER LOVE
Available in black and Caucasian male dolls. Mattel, 2 Penn Plaza, New York, NY 10001

OCCUPATIONAL SERIES
These 13 wooden puzzles show women in various roles, some being nontraditional.

THE CITY
A 20 piece 2' x 3' heavy plastic coated cardboard puzzle depicts big city scene showing people going about their daily chores. Judy Puzzles, 250 James Street, Morristown, NJ 07960

GAMES AND INSTRUCTIONAL AIDS

COMMUNITY CAREERS

Flannelboard multi-ethnic figures of men and women are dressed in clothing appropriate to their jobs. Instructo, (A Division of McGraw-Hill), Paoli, PA 19301

ROBOT

A non-sexist version of "Old-Maid" depicts women and men in counterpart roles and clothing. Fundamentals, P.O. Box 263, South Pasadena, CA 91030